CONTENTS OF VOLUME 32

Volume 32 No. 1 January 1997

Editorial v

THEO WUBBELS, FRED KORTHAGEN and HARRIE BROEKMAN / Preparing Teachers for Realistic Mathematics Education 1–28

ZVIA MARKOVITS and RINA HERSHKOWITZ / Relative and Absolute Thinking in Visual Estimation Processes 29–47

HEINZ STEINBRING / Epistimological Investigation of Classroom Interaction in Elementary Mathematics Teaching 49–92

Book review
D. Pimm, *Symbols and Meanings in School Mathematics* (TOM KIEREN) 93–97

Announcement 99–100

Volume 32, No. 2, February 1997

GRAHAM A. JONES, CYNTHIA W. LANGRALL, CAROL A. THORNTON and A. TIMOTHY MOGILL / A Framework for Assessing and Nurturing Young Children's Thinking in Probability 101–125

SYLVINE SCHMIDT and NADINE BEDNARZ / Raisonnements arithmétiques et algébriques dans un contexte de résolutiuon de problèmes: Difficultés rencontrées par les futurs enseignants 127–155

JUNICH HASEGAWA / Concept Formation of Triangles and Quadrilaterals in the Second Grade 157–179

CARMEN BATANERO, VIRGINIA NAVARRO-PELAYO and JUAN D. GODINO / Effect of the Implicit Combinatorial Model on Combinatorial Reasoning in Secondary School Pupils 181–199

Volume 32, No. 3, March 1997

OLIVE CHAPMAN / Metaphors in the Teaching of Mathematical Problem Solving 201–228

ZEMIRA R. MEVARECH and BRACHA KRAMARSKY / From Verbal Descriptions to Graphic Representations: Stability and Change in Students' Alternative Conceptions 229–263

URI LERON and ORIT HAZZAN / The World According to Johnny: A Coping Perspective in Mathematics Education 265–292

Book Review

G. Hanna (ed.), *Towards Gender Equity in Mathematics Education* (LEONE BURTON) 293–297

Contents of Volume 32 299–300